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ABSTRACT

This paper begins with summaries of research on individual characteristics of effective administrators and on the effectiveness of administrator evaluation. The paper then presents materials, forms, and questionnaires used in the Calgary (Alberta) public schools administrative evaluation process. The evaluation process includes a personal administrative review form, a priority report in which the administrator outlines three or four major priorities for the year, staff evaluation reports, staff interviews, a community involvement survey, a progress report, a time management survey, budget review, and student interviews. Tables present results of the 1978 evaluation. (IRT)

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CALGARY BOARD OF EDUCATION

ADMINISTRATIVE EVALUATION

K. A. JESSE

SUPERINTENDENT: PERSONNEL SERVICES

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COMPONENTS TO CONSIDER:

1. INDIVIDUAL CHARACTERISTICS

2. ADMINISTRATIVE PROCESS

3. ACHIEVEMENTS

ADMINISTRATOR

EFFECTIVENESS (Personal)

Five Personal Characteristics

1. Good Human Relations
2. Innovative
3. Integrity
4. Fair-Minded
5. Good-Humored

Five Professional Characteristics

1. Administrative and Supervisory Skills
2. Relates Well with Parents and the Community
3. Dedication
4. Personal Character
5. Innovative: Skill in Evaluation

Results from a Survey of Educators, Secretaries and Parents.
1482 responses.

Teitelbaum, Deena and James Lee, Development of Selection Criteria for School Principals, New York, Board of Education, 1972.

JONES98.1

ADMINISTRATOR

EFFECTIVENESS (Process)

Successful Schools (Partially Problem-Oriented) Principals:

1. Communicate openly with the staff and community
2. Supported Teachers - Even if it meant clashing with Central Administration, relieved teachers of clerical and non-teaching duties, acted decisively in response to teachers' needs
3. Solicited information from his faculty and community before making decisions
4. Sometimes ignored the bureaucratic structure

Less Successful Schools (Highly Problem-Oriented) Principals:

1. Acted mainly on basis of cues from Central Administration
2. Gave superficial consideration to teachers' suggestions
3. Hesitant in making decisions
4. Rigid in making decisions and taking action

Doll, Russell C., Variations Among Schools, University of Missouri, 1969.

ADMINISTRATOR

EFFECTIVENESS (Process)

Principals ranked as excellent were attributed these behaviours:

1. Thoroughly orientates new teachers
2. Plans extensively, with solicitation from teachers
3. School problems are handled in a non-authoritative manner and explored in depth
4. Teacher evaluation is open and focuses on improvement rather than criticism

Principals ranked as below average or poor were attributed these behaviours:

1. Provides new teachers with minimal orientation
2. Places teachers in a subordinate role
3. Does not solicit teacher opinion
4. Presents teachers with only global, but not specific plans
5. Does not evaluate teachers or does not inform teachers of evaluations

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Utz, Robert T., Principal Leadership Styles and Effectiveness as Perceived by Teachers, Chicago, 1972.

ADMINISTRATOR

EFFECTIVENESS (Process)

Relationship between teacher job satisfaction and leadership styles. The Effective Leader:

1. Provides for high teacher participation in decision-making
2. Imposes few administrative routines for teachers
3. Supports professional growth of teachers
4. Develops strong personal relationships
5. Is accessible to teachers
6. Does not engage in tight supervision of teachers

Chung, Ki-Sush, Teacher-Centered Management Style of Public School Principals and Job Satisfaction of Teachers, Minneapolis, 1970.

ADMINISTRATOR

EFFECTIVENESS (Process)

Flanders' Categories of Interaction were adopted to classify Supervisory Behaviours in terms of:

1. "Direct" behaviour - giving information, opinion, directions and criticism
2. "Indirect" behaviour - asking questions, giving encouragement praise, accepting feelings and ideas

The Results after Questioning 166 Experienced Teachers:

1. Teachers tend to regard supervisory conferences as more productive when the supervisors display predominantly "indirect" behaviour
2. In general, learning about one's professional self occurs when supervisors display a combination of "indirect" and "direct" behaviour
3. Freedom of communication is curtailed when the supervisor is highly directive
4. Teachers are most dissatisfied with supervisors who avoid or discourage "indirect" behaviours

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Blumberg, A., and Amidon E., Teacher Perceptions of Supervisory-Teacher Interaction, 1965.

EFFECTIVENESS OF ADMINISTRATIVE EVALUATION

The massive General Electric study of manager appraisals indicates:

1. Most people think administrative evaluation is a good idea
2. Most top administrators only evaluate subordinates when forced to do so
3. Most administrators report little constructive action or improvement follows an evaluation
4. Criticism has a negative effect on productivity
5. Praise has little effect one way or the other
6. Appreciable improvement was realized when specific goals and deadlines were established and agreed upon
7. Participation by the employee in goal-setting fosters favourable results
8. Coaching on a day-to-day basis is better than once-a-year evaluation
9. If you want to improve productivity leave promotion and salary out of the system

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Kay, French and Meyer, A Study of Performance Appraisal, New York, 1962.

EFFECTIVENESS OF ADMINISTRATIVE EVALUATION

Results from a variety of studies indicate that an effective administrative evaluation program can:

1. Encourage improvement or professional growth
2. Provide recognition for good performance
3. Provide an outlet for feelings and frustrations (Utz, Blumberg, Amidon)
4. Facilitate self-evaluation
5. Facilitate communication and staff participation in decision-making
6. Consider the constraints and obstacles
7. Improve the accessibility and approachability of administrators (Mosher, Anderson, Chung)

GOAL - TO PROMOTE, ACHIEVE AND MAINTAIN A HIGH STANDARD OF ADMINISTRATION

AIMS -

1. TO FACILITATE ADMINISTRATIVE PLACEMENTS
2. TO RECOGNIZE THE WORTH AND VALUE OF THE INDIVIDUAL ADMINISTRATOR
3. TO PROVIDE PROFESSIONAL ASSISTANCE FOR ADMINISTRATORS
4. TO COMMUNICATE PERFORMANCE EXPECTATIONS

OPERATIONAL GUIDELINES

1. STUDENT GROWTH AND ACHIEVEMENT ARE OF PARAMOUNT IMPORTANCE
2. THE EVALUATION OF AN ADMINISTRATOR'S PERFORMANCE MUST BE CONDUCTED IN AN ATMOSPHERE OF TRUST, CONFIDENCE AND SUPPORT
3. THE ADMINISTRATOR MUST HAVE THE OPPORTUNITY TO DISCUSS ALL WRITTEN REPORTS
4. THE ADMINISTRATOR MUST HAVE THE OPPORTUNITY TO REQUEST ADDITIONAL DATA, TO REQUEST ADDITIONAL ADMINISTRATORS TO BE INVOLVED IN THE EVALUATION PROCESS, AND TO HAVE THE OPPORTUNITY TO FORMALLY RESPOND IN WRITING
5. THE ADMINISTRATOR MUST HAVE THE OPPORTUNITY TO SEEK PROFESSIONAL ASSISTANCE AND CONSULTATION

JONES98.8

REPORTING SCHEDULE

THE FORMAL REPORTING PROCESS CAN, AND SHOULD, SERVE AS A REFERENCE SERVICE FOR THE ADMINISTRATOR

A) A FORMAL REPORT AT THE COMPLETION OF THE FIRST YEAR FOR ACTING PRINCIPALS, ACTING ASSISTANT PRINCIPALS AND ACTING DEPARTMENT HEADS

B) A FORMAL REPORT ONCE EVERY THREE YEARS FOR PRINCIPALS, ASSISTANT PRINCIPALS AND DEPARTMENT HEADS

DOCUMENTATION PROCEDURES

1) A REPORT COMPLETED BY THE EVALUATOR MUST BE ADDRESSED AND GIVEN TO THE ADMINISTRATOR

2) THE REPORT MUST BE DISCUSSED WITH THE ADMINISTRATOR

3) A COPY OF THE REPORT MUST BE GIVEN TO THE ADMINISTRATOR AND A COPY PLACED IN THE ADMINISTRATOR'S PERSONNEL FILE

4) THE ADMINISTRATOR'S PERSONNEL FILE IS AVAILABLE TO BE REVIEWED UPON REQUEST

EVALUATORS

ASSOCIATE SUPERINTENDENT

ASSISTANT SUPERINTENDENT

SUPERINTENDENT OF INSTRUCTIONAL SERVICES

SUPERINTENDENT OF PERSONNEL SERVICES

PRINCIPALS

PRINCIPAL'S ROLE IN EVALUATING ASSISTANT PRINCIPALS, VICE-PRINCIPALS, DEPARTMENT HEADS AND CURRICULUM LEADERS

IT IS INTENDED THAT THE FORMAL EVALUATION OF AN ADMINISTRATOR BE A SHARED RESPONSIBILITY WITH THE SUPERINTENDENTS.

GUIDELINES

1. MAKE THE ADMINISTRATOR AWARE OF ALL THE POLICIES AND REGULATIONS OF THE CALGARY BOARD OF EDUCATION.

2. MAKE THE ADMINISTRATOR AWARE OF THEIR RESPONSIBILITIES AND PERFORMANCE EXPECTATIONS.

3. MAKE THE ADMINISTRATOR AWARE OF THE GUIDELINES FOR ADMINISTRATIVE EVALUATION.

4. PREPARE A REPORT IDENTIFYING THE ADMINISTRATOR'S SPECIFIC RESPONSIBILITIES, THE CRITERIA EVALUATED AND THE SUPPORTIVE DATA.

PERFORMANCE CRITERIA

IT IS REALIZED THAT THE PHILOSOPHICAL BACKGROUND, THE ADMINISTRATIVE THEORY AND KNOWLEDGE, AS WELL AS THE PERSONALITY OF THE ADMINISTRATOR, ARE EXTREMELY IMPORTANT. THE CRITERIA LISTED ARE IN NO WAY INTENDED TO BE DEFINITIVE.

1. SCHOOL ORGANIZATION
2. INSTRUCTIONAL PROGRAM
3. RELATIONS WITH STUDENTS
4. RELATIONS WITH STAFF
5. RELATIONS WITH COMMUNITY
6. ADMINISTRATIVE MANAGEMENT
7. PERSONAL CHARACTERISTICS

PERFORMANCE CRITERIA

While the following is not a complete list of all the criteria which constitutes the effective administrator, it is intended to provide guidelines. These guidelines should assist administrators in determining performance expectations. The criteria is not in rank order and each criterion has several components.

Criteria	Criteria Components
1. School Organization	- organizes effectively - plans effectively on a short-term and long-term basis - maintains clear lines of authority and responsibility - communicates effectively
2. Instructional Program	- assesses students' needs - defines appropriate goals, aims and objectives - provides for staff involvement - encourages innovation - establishes an atmosphere conducive to teaching and learning - maintains an effective student evaluation program - supervises the instructional program - maintains and updates materials and equipment - evaluates the instructional program
3. Relations with Students	- stimulates good student morale - maintains high health and safety standards - understands and accommodates individual students - informs students of the goals, aims, objectives, policies, procedures, rules, events and activities - maintains student records - maintains sound reporting procedures
4. Relations with Staff	- stimulates good staff morale - communicates effectively - supervises and evaluates staff performance effectively - delegates duties and responsibilities effectively - encourages staff cooperation and mutual respect - sets a professional example

JONES98.25

Criteria	Criteria Components
5. Relations with Community	- assesses community needs - cooperates with community agencies - communicates effectively - involves parents - uses community resources effectively
6. Administrative Management	- cooperates in maintaining the physical plant and grounds - makes efficient use of the physical plant - maintains school records in terms of students, teaching and non-teaching personnel, accounts and inventories
7. Personal Characteristics	- respectful and respected - flexible - poise and confidence - responsible independence - capacity and willingness to work - initiative - professional commitment

EVALUATION PROCESS

1. PERSONAL ADMINISTRATIVE REVIEW FORM
2. PRIORITY REPORT
3. STAFF EVALUATION REPORTS
4. STAFF INTERVIEW
5. COMMUNITY INVOLVEMENT SURVEY
6. PROGRESS REPORT
7. TIME MANAGEMENT PLANNING
8. BUDGET REVIEW
9. STUDENT INTERVIEWERS

PERSONAL ADMINISTRATIVE REVIEW FORM

PROCEDURE:

THE ADMINISTRATOR COMPLETES THE FORM OUTLINING ACADEMIC BACKGROUND, ADMINISTRATIVE EXPERIENCE, CURRENT INVOLVEMENT IN PROFESSIONAL DEVELOPMENT PROGRAMS, PROFESSIONAL INTERESTS AND READINGS, PROFESSIONAL ASSOCIATION MEMBERSHIPS, CURRENT ADMINISTRATIVE ROLE IN THE SCHOOL AND CURRENT SYSTEM COMMITTEE INVOLVEMENT.

PROCESS:

INTERVIEW

TIME SCHEDULE:

COMPLETED EARLY IN THE SCHOOL YEAR. REPEATED ONCE EVERY THREE YEARS.

POSITIVE OUTCOMES:

GET TO KNOW EACH OTHER BETTER. CHANCE TO MAKE SUGGESTIONS AND MODIFY ROLE EXPECTATIONS.

PERSONAL ADMINISTRATIVE REVIEW FORM

Attached is a "Personal Administrative Review Form" which we request that you complete. When it has been completed, the form and the material it contains will serve three basic functions:

First, it should be a concise inventory of your academic preparation, your personal professional development and your current specific administrative role.

Second, it will form the basis of a personal interview. The interview provides us with an opportunity to become acquainted with you, your interests and perspectives. Hopefully, you will welcome the same advantage in meeting with us. Most certainly the interview will offer you the opportunity to amplify, evaluate and comment upon the information that you have included in the form.

Finally, it will provide valuable supplementary information in facilitating future administrative placements.

Following the interview, the completed form will be placed in your personal file in the Department of Personnel. It will remain available to you for updating on your initiative and at the invitation of the Area Office every third year.

If you are not a principal, we request that you review the completed form with your principal prior to the interview with us.

We recommend that you retain this letter particularly for the information concerning the purposes of the Review, but also as a reminder for updating.

Calgary Board of Education

PERSONAL ADMINISTRATIVE REVIEW FORM

Name _____

School _____

Administrative Position _____

Administrative Experience

State the position, the school or location, and the years the position was held.

Position	School	Year

Professional Development

Academic Degrees and Diplomas

Degree or Diploma	Major Area	University	Year Obtained

University: Administration or Related Courses Completed

Course Name	General Course Content	Year Completed

Conferences, Seminars, In-Service Classes or Workshops Attended
(within last 5 years)

Activity		

Topics of Interest/Study/Research - Professional Reading

Professional Associations and Organizations

State the associations and/or organizations of which you are a member.

Administrative Role

Specific Administrative Responsibilities

Outline the specific administrative duties which are your responsibility or delegated responsibility. The administrative areas indicated should provide a guide for completing this section. It is understood that the principal assumes the responsibility for the operation of the school and the delegation of administrative duties.

Administrative Area	Specific Role
1. Staff - Personnel	
2. Pupil Personnel	
3. Curriculum and Instruction	
4. School-Community Relations	
5. Finance and Business Management	
6. School Building and Equipment	
7. Support Services	
8. Other	

Administrative Time

State the amount of scheduled administrative time you have to perform your duties. State the time in tenths, assuming 10/10 to a week. If you are in a secondary school, include your preparation time as administrative time for the purpose of this form.

Administrative Time _____

_____

_____

Administrative Committees

State the system or area committees you have participated in during the past five years.

Committee	Specific Functions	Year

Signature _____ Date _____

Reviewed by _____ Date _____

MAJOR PRIORITY REPORT

PROCEDURE:

THE ADMINISTRATOR SUBMITS A SHORT REPORT OUTLINING THREE OF FOUR MAJOR PRIORITIES FOR THE SCHOOL YEAR. THE PRIORITY REPORT INCLUDES STATEMENTS ABOUT STUDENT PROGRAMS, COMMUNITY INVOLVEMENT PROGRAMS, STAFF DEVELOPMENT, SCHOOL ORGANIZATION AND BUDGET APPROPRIATION.

PROCESS:

AN INTERVIEW TO DISCUSS THE PRIORITIES. REVIEW THE ORGANIZATION OF THE SCHOOL AS WELL AS THE DELEGATION OF STAFF ASSIGNMENTS.

TIME SCHEDULE:

COMPLETED EARLY IN THE SCHOOL YEAR. REPEATED EACH SCHOOL YEAR.

POSITIVE OUTCOMES:

A) GET TO KNOW THE SCHOOL ORGANIZATION BETTER.

B) UNDERSTAND THE CONSTRAINTS AND THE KIND OF SUPPORTIVE ROLE REQUIRED.

REVIEW OF STAFF EVALUATION REPORTS

PROCEDURE:

THE ADMINISTRATOR IS REQUIRED TO EVALUATE THE TEACHING STAFF IN A SUPPORTIVE MANNER SO AS TO IDENTIFY SIGNIFICANT PERFORMANCE CHARACTERISTICS. IN ADDITION, TEACHERS WHO ARE EXPERIENCING SERIOUS PROBLEMS ARE TO BE IDENTIFIED SO AN ASSISTANCE PROGRAM CAN BE INITIATED.

PROCESS:

DISCUSS THE REPORTS. COORDINATE AN ASSISTANCE PROGRAM.

TIME SCHEDULE:

REPORTS ARE TO BE SUBMITTED REGULARLY.

POSITIVE OUTCOMES:

A) PROVIDES A POSITIVE MOTIVATIONAL PROCESS FOR TEACHERS AS WELL AS MAINTAINING REGULARIZED REFERENCE SERVICE.

B) MONITORS THE QUALITY OF INSTRUCTION AND QUALITY OF TEACHER SUPERVISION.

TEACHING STAFF INTERVIEW AND REPORT

PROCEDURE:

THE ADMINISTRATOR SELECTS FIVE OR SIX TEACHERS USING A VARIETY OF CATEGORIES, SUCH AS EXPERIENCE, SUBJECTS TAUGHT AND SCHOOL INVOLVEMENT.

PROCESS:

ADMINISTRATOR IS ASSURED THAT MINOR CONCERNS WILL BE DISCUSSED AND A POSITIVE REPORT WILL BE PREPARED. ADMINISTRATOR CAN ELECT TO BE INVOLVED IN THE INTERVIEW PROCESS. IF SERIOUS CONCERNS ARE IDENTIFIED, ADDITIONAL STAFF MEMBERS AND THE ADMINISTRATOR MUST PARTICIPATE IN THE INTERVIEW PROCESS. A REPORT IS PREPARED AT THE CONCLUSION OF THE PROCESS.

TIME SCHEDULE:

COMPLETE DURING THE SPRING OF THE SCHOOL YEAR. THE FOLLOW-UP INTERVIEWS, IF SERIOUS CONCERNS ARE IDENTIFIED, CAN TAKE SEVERAL HOURS.

POSITIVE OUTCOMES:

A) THE TEACHING STAFF APPRECIATE THE OPPORTUNITY TO BECOME INVOLVED IN THE EVALUATION PROCESS.

B) THE ADMINISTRATOR USUALLY HAS VERY OPEN SUPPORT FROM THE STAFF.

* THIS IS A VERY SENSITIVE PROCESS AND ONE NEEDS TO SPEND TIME DEVELOPING QUESTIONS AND TECHNIQUES.

ADMINISTRATIVE EVALUATION - STAFF INTERVIEW

INTERVIEW AIMS

As one of the most important functions of any administrator is to work effectively with the teaching staff it is hoped that the interview process will achieve the following aims:

1. To provide the administrator with valuable information.
2. To assist the administrator in self-evaluating his own performance.
3. To enable the administrator to improve his performance.

INTERVIEW PROCESS

1. The administrator can opt into the interview process conducted by the area superintendent on the following basis:
   a. The interview questions are reviewed with the administrator.
   b. The administrator selects five or six teachers from the suggested categories of teachers: 1 teacher new to the school; 2 academic teachers; 2 non-academic specialized teachers.
   c. The administrator can participate in the interview if he wishes.
   d. The teachers will be interviewed as a group rather than individually.
   e. Teacher participation is voluntary.

INTERVIEW RESULTS

1. The conclusions from the interview will be reviewed with the teacher group.
2. Any concerns identified during the interview activity will be discussed with the administrator. No concerns will be recorded in writing. If major concerns are identified, they will be discussed, and additional evaluation processes will be established and implemented.
3. If no major concerns are identified the interview conclusions will become part of an evaluation report and the teachers interviewed will be named in the report.

ADMINISTRATIVE EVALUATION: TEACHER INTERVIEW QUESTIONS

The questions are designed to retrieve teacher perceptions about the relationship between the teacher and the administrator. It is understood that there is no 'best' answer for the questions. A concluding statement will be established and reviewed with the teachers interviewed.

1. Do you feel he/she is:
   (a) accessible _____
   (b) approachable _____
   (c) tolerant _____
   (d) concerned about your welfare _____
   (e) supportive _____
2. Do you feel he/she solicits your advice? _____
3. Do you feel he/she provides the teaching staff with the opportunity to participate in the decision-making process adequately? _____
4. Do you participate in defining the educational needs for the students as a whole? _____
5. Do you participate in defining the priorities for the school year? _____
6. Do you participate in establishing the best means of organizing the school to achieve the established priorities? _____
7. Do you feel the details relative to the organization of the school are adequately explained? _____
8. Do you feel you get too many non-teaching duties assigned to you? _____
9. Do you feel he/she encourages you to initiate and develop new teaching techniques and programs? _____

ADMINISTRATIVE EVALUATION: TEACHER INTERVIEW QUESTIONS (Continued)

10. Do you feel he/she can tolerate the uncertain situations common to teaching? _____
11. Do you feel he/she supports you in your own professional development? _____
12. Do you feel he/she develops strong personal relations with people? _____
13. Do you feel he/she is adequately concerned with the productive efficiency of the school? _____
14. Do you feel he/she is adequately concerned about the people in the school? _____

SAMPLE LETTER

April 1976

Mr. _____, Principal

_____ School

Dear _____

I interviewed six members of the _____ School teaching staff on April 15, in regard to your relationship with the staff. The staff perceives you to be very accessible, approachable and supportive. They expressed concern and appreciation for your heavy workload. They indicated that you willingly seek the opinions and advice of the teachers on your staff and that you encourage an open, supportive climate in your school. They stated that you are sensitive to the needs of the students and the community and that you spend a great deal of time in classrooms and around the school keeping yourself knowledgeable about the school's operation.

Appreciation was also expressed for the manner in which you deal with people. You are very flexible, tactful and resilient in terms of handling the variety of people problems which you are involved with every day. You reflect a level of humility and confidence which encourages open communication. The teachers feel they can initiate innovations within their teaching responsibilities and that you support their efforts to improve the educational processes within the school.

Your staff feels that you have a very sound perspective of the role of education in society and you attempt to ensure that the students in your school are being provided with a sound educational program.

Sincerely

cc: Teachers interviewed

ALTERNATIVE FOLLOW-UP PROCEDURES RELATED TO IDENTIFIED CONCERNS

MINOR CONCERNS

1. Discuss the concerns with the evaluation team and seek their agreement in regard to the concerns.
2. Agree with the evaluation team to discuss the concerns with the administrator and indicate that the concerns will not be recorded.
3. Also, encourage the evaluation team to meet with the adinistrator and discuss the concerns.

MAJOR CONCERNS

1. Close the staff interview indicating that you will discuss the concerns with the administrator and that you will be meeting with them again after the discussion.
2. Review the major concerns with the administrator and attempt to identify the extent of the problem. Then elect to:
   (a) Let the administrator suggest some specific solutions and identify the appropriate follow-up procedures as well as a reasonable time period for improvement.
   (b) Indicate that you will be interviewing all of the staff members who agree to participate, in the presence of the administrator. Indicate that you will review the questions prior to the interview and that a report will be prepared. The report must include a series of recommendations and the timelines. In addition, indicate that you will meet with the staff to review the results in general terms.

COMMUNITY INVOLVEMENT SURVEY

PROCEDURE:

THE ADMINISTRATOR COMPLETES A SURVEY WHICH REFLECTS THE COMMUNICATION PROCESSES BETWEEN THE SCHOOL AND THE COMMUNITY, THE USE THE SCHOOL MAKES OF COMMUNITY RESOURCES, THE USE THE COMMUNITY MAKES OF SCHOOL RESOURCES AND THE COMMUNICATION PROCESSES WITH OTHER AGENCIES.

PROCESS:

INTERVIEW TO REVIEW THE SURVEY. NO REPORT IS PREPARED.

TIME SCHEDULE:

USUALLY COMPLETED IN MAY OF THE SCHOOL YEAR. COMPLETE THE SURVEY EACH YEAR.

POSITIVE OUTCOMES:

A) BETTER INFORMED ABOUT THE SCHOOL-COMMUNITY INVOLVEMENT PROGRAM.

B) ASSISTS IN THE COORDINATION AND USE OF RESOURCES.

JONES98.17

COMMUNITY INVOLVEMENT QUESTIONNAIRE

It is necessary to collect some information about "school-community" involvement. We have elected to collect information from the principals related to:

1. Communication with parents.
2. Use of school facilities by the community.
3. Use of community resources by the school.
4. Liaison with community service agencies.

We will interview each principal to complete the questionnaire.

School _____ Date _____

Communication With Parents

1. Reporting

What kind of reporting form do you use? Check the appropriate blank.

Elementary School Pupil Progress Report Form #4 _____

Junior High School Report Form #17 _____

Computerized Form _____

Computerized Form with Attached Comments _____

School Prepared Form _____

Do you have interim reporting procedures?

Anecdotal Form _____

Parent Interviews _____

Phone Interviews _____

Do you have parent-teacher conferences?

Scheduled interviews after the reporting periods _____

Requested interviews only (Parent or School requested) _____

How many parents attended the parent-tecaher conferences?

Approximate number _____

Approximate percentage of the parent group _____%

Have you had complaints you were unable to resolve satisfactorily at the school level? Please outline the nature of the complaint.

Yes _____ No _____

_____

_____

_____

2. Program Information

Do you provide students and parents with printed information about the school's programs? Yes _____ No _____

Do you have a night for parents early in the year to explain the programs and meet the teachers? Yes _____ No _____

If so, how many attended?

Approximate Number _____

Approximate Percentage of the Parent Group _____%

3. School Activities

What kind of activities did you have in which parents were invited to attend?

Activities	Approximate Number of Parents Who Attended	Approximate Percentage of Parent Group Who Attended

4. Newsletters

Do you print and distribute a school newsletter? Yes _____ No _____

Do you print it on a regular basis or as required? Regular _____

Required _____

How many newsletters did you print and distribute this term? _____

5. Parent Organizations

Do you have a parent organization? Yes _____ No _____

If so, describe the nature of the organization.

_____

_____

If so, how many parents are in the organization? _____

6. Other

Outline any other forms of communication processes which you operate.

_____

_____

_____

_____

_____

Use of School Facilities by the Community

1. List the groups, the activities and the number of people involved who use the school facilities.

Group	Activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. List the evening activities which are provided for students of the school.

Activities	Approximate Numbers Participating

Use of Community Resources by the School

1. List the community resources used by the school, the approximate number of students who participated, and the activities.

Activities	Community Resources	Approximate Numbers Participating

Liaison With Community Service Agencies

1. Check the agencies listed with whom you have had contact.

	Approximate Number of Contacts
City Social Services Department	
Provincial Social Services Department	
Police Department	
Probation Officers	
University of Calgary	
Department of Lands and Forestry	
Department of Agriculture	
Service Clubs	
Private Institutions (e.g., Hull Home)	
Health Department	
Others (Please List)	
_____	
_____	
_____	
_____	
_____	
_____	

TIME MANAGEMENT SURVEY

PROCEDURE:

THE ADMINISTRATOR COMPLETES A SURVEY ON A DAILY BASIS FOR A TWO-WEEK PERIOD.

PROCESS:

ANALYSIS OF THE TIME SPENT IN VARIOUS ADMINISTRATIVE FUNCTIONS. PREPARE A REPORT AND AN INTERVIEW.

TIME SCHEDULE:

USUALLY COMPLETED TWO WEEKS BEFORE THE STAFF IS INTERVIEWED.

POSITIVE OUTCOMES:

A) BETTER INFORMED ABOUT THE WORKLOAD OF THE ADMINISTRATOR.

B) OPPORTUNITY TO REVIEW THE ROLE ASSIGNMENTS OF THE ADMINISTRATOR.

JONES98.18

ADMINISTRATIVE TIME MANAGEMENT SURVEY

The purpose of this activity is to examine a variety of administrative functions as well as the time spent performing these functions. The administrator is expected to keep a daily log for a two-week period. At the end of the two-week period the time survey will be reviewed and a summary report will be prepared.

The administrative functions include: Supervision; Program Development; Student Services; Community Services; Business Management; Acministrative Meetings.

Supervision. Refers to observation periods and interviews with teachers and/or administrators. It also refers to interviews and discussions with the non-teaching staff.

Program Development. Refers to the meetings, interviews and discussions with teachers or administrators relative to the programs offered to students.

Student Services. Refers to the meetings, interviews and discussions with students, either as a group or individually.

Community Services. Refers to the meetings, interviews and discussions with individual parents, parent groups and social service organizations such as the Police Department and social welfare.

Business Management. Refers to the activities of plant and building supervision, and budget and accounting procedures.

Administrative Meetings. Refers to the meetings with in-school administrators as well as the meetings with administrators outside the school.

Miscellaneous. Refers to extra-curricular activities, informal activities, etc.

TIME MANAGEMENT SURVEY

Name _____

School _____

Dates _____

(Please maintain a daily log for a two-week period.)

Administrative Functions	Amount of Time Spent (in hours)					
	Mon.	Tues.	Wed.	Thurs.	Fri.	% of Time
Supervision	____	____	____	____	____	____
Program Development	____	____	____	____	____	____
Student Services	____	____	____	____	____	____
Community Services	____	____	____	____	____	____
Business Management	____	____	____	____	____	____
Administrative Meetings	____	____	____	____	____	____
Miscellaneous	____	____	____	____	____	____

Percentage of time utilized within specific areas during the two-week period.

Administrative Functions

Example Results

TIME MANAGEMENT SURVEY

ADMINISTRATIVE FUNCTIONS	PRINCIPAL	A.P.	A.P.
Supervision	15	12	12
Program Development	13	14	7
Student Services	12	18	31
Community Services	12	11	4
Business Management	8	9	8
Administrative Meetings	15	24	20
Miscellaneous	25	12	18
		100%	

STUDENT INTERVIEWS

PROCEDURE:

MEET WITH TWO GROUPS OF STUDENTS TO COMPLETE AN INTERVIEW SURVEY.

PROCESS:

INTERVIEW THE STUDENTS IN A GROUP SETTING AND RECORD THEIR RESPONSES TO A SET OF QUESTIONS.

TIME SCHEDULE:

USUALLY THE LAST HALF OF THE SCHOOL YEAR.

POSITIVE OUTCOMES:

A) BETTER INFORMED ABOUT STUDENT FEELINGS AND MORALE.

B) OPPORTUNITY TO REVIEW THE REACTION OF THE STUDENTS TO THE SEMINAR OFFERED.

JONES98.19

STUDENT INTERVIEW SURVEY

1. The administrative team selected two groups of twelve students each. The students should be selected to reflect a variety of ages, grade levels, programs, interests, personalities, behavior modes, etc. In addition, they must have some recent personal contact with the administrators prior to the survey.

2. The students were interviewed as a group. Each group had twelve members.

3. An oral summary of the results was reviewed with the students and a written report was prepared for the administrators. The administrators then reviewed the report with the students.

ADMINISTRATIVE EVALUATION STUDENT SURVEY

1. Generally, if you have a school problem, do you know where to go for advice and assistance?
2. Are all of the teachers, counsellors and administrators similar and consistent in their approach to students?
3. Are you a participant in extra-curricular school activities?
4. How do you feel about the Student Council in your school?
5. Are student services offered on the basis of what students need or on the basis of what adults think students should need?
6. Do you feel that you could approach the principal and assistant principals socially and informally?
7. Whom did you feel that you could approach for assistance in choosing courses and solving problems about subject material?
8. Do you know what the school expects of you?
9. Would you refer a friend to any of the school administrators?
10. If you were in irreconcilable conflict with a teacher, would you go to an administrator in the school?
11. Have you had a 'discipline visit' with an administrator in this school?
12. Do you feel that the administrators are very busy?

ADMINISTRATIVE EVALUATION STUDENT SURVEY (Continued)

SCHOOL ORGANIZATION

1. Do you know the basic set of rules for the operation of the school?
2. Do you feel that the subject schedule is satisfactory?
3. Does the school offer the courses, skills and opportunities that you feel you need?
4. Was the registration procedure easy for you this term?
5. Do you understand the student promotion policy for this school?
6. How well do you feel the school accomplishes the following:

	VERY WELL	ACCEPTABLE	NOT WELL
(A) Teaching subject matter	___	___	___
(B) Advising on personal problems	___	___	___
(C) Making students feel 'comfortable'	___	___	___
(D) Assisting in matters of employment and vocational planning	___	___	___
(E) Providing extra-curricular social activities	___	___	___

PROGRESS REPORT

PROCEDURE:

THE ADMINISTRATOR, IN CONSULTATION WITH THE TEACHING STAFF, SUBMITS A BRIEF PROGRESS REPORT RELATIVE TO THE PRIORITY REPORT.

PROCESS:

THE SUBMITTED REPORT IS DISCUSSED AND REVIEWED IN AN INTERVIEW. SOME ADDITIONAL SUPPORTIVE MATERIALS MAY BE REQUESTED.

TIME SCHEDULE:

REPORTS ARE SUBMITTED IN MAY OR EARLY JUNE EACH YEAR.

POSITIVE OUTCOMES:

A) THE REPORT SUMMARIZES THE ACHIEVEMENTS THAT YEAR AND PROVIDES DIRECTION FOR FUTURE YEARS.

B) THE CONSTRAINTS ARE CONSIDERED AND ADDITIONAL SUPPORTIVE PROCESSES ARE IDENTIFIED.

JONES98.20

EVALUATION OF THE PROGRAM (COMPLETED IN 1976)

EVALUATED ADMINISTRATORS COMPLETED A SURVEY

(a) Staff Interview Results

(b) General Comments about the Instruments and Techniques

GENERAL COMMENTS ABOUT THE INTERVIEW WITH STAFF

1. From Principals.

- This is the best part of the whole evaluation program because of the positive feedback it provides (3).
- Very well handled by Ken (the Area Superintendent) (3).
- Administrators should be assessed by another in-school administrator.
- People to be interviewed should be chosen randomly.
- The value came from a discussion of the interview at a staff meeting prior to the interview.
- I disagree with the process. It could cause or escalate conflict in a school.

2. From Assistant Principals.

- The process is good. It could be threatening but is not so at the present time because of the way it is being handled by the facilitator (Area Superintendent) (2).
- The positive feedback is good/appreciated (2).
- Have a good feeling about the interview.
- Some teachers to be interviewed should be picked by the evaluator, some by the person being evaluated. Is the interview presently 'too stacked'?
- Copies of the written report resulting from this interview to go to teachers who took part. What's to prevent confidentiality from being broken through copies being left lying around?
- Can't help but assist administrators to improve their performance.

GENERAL COMMENTS ABOUT THE INTERVIEW WITH STAFF (Continued)

3. From Department Heads.

- The teacher committee was balanced.
- The group should be small.
- There is group pressure on the individual.
- Does the interview remain honest? How much is a matter of saying what 'ought' to be said?

GENERAL COMMENTS ABOUT THE INSTRUMENTS/TECHNIQUES COMPRISING THE ADMINISTRATOR EVALUATION PROGRAM

A. QUESTION: DO THESE QUESTIONNAIRES (DATA-GATHERING INSTRUMENTS USED IN THE EVALUATION PROGRAM) IMPLY OR SUGGEST THROUGH THE QUESTIONS THEY ASK THAT CERTAIN CRITERIA IS A SHOULD-BE CRITERIA OF A GOOD SCHOOL ADMINISTRATOR?

- Twelve principals responded 'Yes'.

1. Positive Comments.

   - There are no negative connotations to questions asked.
   - Questions are non-threatening.
   - The various sections/questions are valid as a totality.
   - Yes - in a positive way.

2. Negative Comments.

   - Value-laden criteria is implicit in many sections of the inventories. Not all are acceptable.
   - A hierarchical, in contrast to a collegial, approach to administration is implicit.
   - What is happening in the evaluation process is merit rating by implication.
   - Does quantity equal significance? (E.g., in the listings.)
   - Process is threatening.

   (i) Of the 12 assistant principals:

      - 1 had no response.
      - 1 said 'No'.
      - 1 replied 'Partially'.
      - 1 indicated 'Questionable'.

GENERAL COMMENTS ABOUT THE INSTRUMENTS/TECHNIQUES COMPRISING THE ADMINISTRATOR EVALUATION PROGRAM (Continued)

- 8 indicated 'Yes' - with the following comments:
  - But it shouldn't
  - But the job is more than these statistics indicate
  - But much depends on the viewpoints of the evaluator and the person being evaluated
  - heavy implications here - not necessarily bad
  - Fine if material collected is used as indicators, questionable if used indiscriminately.

B. QUESTION: IS THERE CRITERIA FOR A GOOD ADMINISTRATOR THAT YOU CAN THINK OF THAT SHOULD BE INCLUDED IN THIS INFORMATION-GATHERING PROCESS?

- Suggestions

1. From Principals.
   - School climate, interpersonal relationships and skills (4 principals).
   - Specific administrative skills (3).
   - Utilization of school resources on behalf of students.
   - In connection with the personal information gathered - where does any acknowledgement of such personal concerns as home, family and hobbies fit into the total picture?
   - The accent should be on performance - the ability to get things done.

GENERAL COMMENTS ABOUT THE INSTRUMENTS/TECHNIQUES COMPRISING THE ADMINISTRATOR EVALUATION PROGRAM (Continued)

2. From Assistant Principals.

- Ability to implement successfully (2).
- Data about interpersonal skills, managerial functions, roles as an educational leader.
- Community relations.

3. From Department Heads.

- Specific administrative skills and techniques (2).

(i) Comments.

- Some clarification of items regarding criteria and expectation is needed.
- Emphasis is on popularity, not leadership.
- Cannot say. The purposes of these information-gathering devices are not clear.
- Role clarification is necessary. There are contrary expectations.

C. QUESTION: IS THERE CRITERIA THAT IN YOUR OPINION IS INCLUDED BUT IS NOT VALID OR SHOULD BE DELETED?

- Suggestions

1. From Principals.

- Separate the informational from the evaluative.
- Delete information not related to one's professional role; e.g., service club memberships. If these are to be included, why not religion, political affiliations, as well?
- Delete professional plans.

GENERAL COMMENTS ABOUT THE INSTRUMENTS/TECHNIQUES COMPRISING THE ADMINISTRATOR EVALUATION PROGRAM (Continued)

2. From Assistant Principals.

- Delete professional plans (5).
- Regarding Community Use of Schools - reward items referring to professional reading, organizational memberships, time (as indicated).
- Separate the informational from the evaluative.

(i) Comments.

- The criteria is a reflection of the interests/ perseverance of the individual but not a measure of his performance as an administrator (2).
- Is there a long-range plan to this evaluation program which might reveal additional criteria?
- Questions (and information collected) should be handled with discretion and insight.
- The evaluation process is valid. It indicates system priorities.

SOME GENERAL COMMENTS ABOUT THE ADMINISTRATOR EVALUATION PROGRAM

A. COMMENTS FROM PRINCIPALS

1. What weight does each of the activities evaluated carry in the total evaluation process?
2. The effectiveness of the evaluation program depends on the integrity of and trust in the Area Officers who presently are supportive and positive. There is a fear that in the hands of others, such a procedure could become cold-blooded, could be used to get rid of individuals, could amount to game-playing.
3. The whole process should include more about school climate and interpersonal relationships.
4. How about adding in such things as 'the number of phone calls the Area Office receives about the school'? But before adding such information, purposes for adding it must be clearly defined and understood.
5. The evaluation program as it presently stands does not get at the characteristics of a good administrator.
6. The evaluation process has gone far enough.
7. Regarding the interview and the positive feedback: Is this possibly a reflection of the supportive professionalism of a staff? A protective instinct? A game-playing element which could have unpleasant consequences within a school and for individuals if realities were divulged?

SOME GENERAL COMMENTS ABOUT THE ADMINISTRATOR EVALUATION PROGRAM (Continued)

B. COMMENTS FROM ASSISTANT PRINCIPALS

1. There should be feed-in from others such as the principal, support staff (in school and Central Office). Only people who work with the individual can really know him (6).
2. The evaluation program is liked (5).
   - Is helpful in getting to know the Area Office personnel (1).
   - Helps Area Officers to get to know their staff (1).
   - Like the feedback element (1).
   - Like the evaluation program because it makes one more visible in the school system (2).
   - Forces self-evaluation and professional growth (3).
   - Stimulates discussion (1).
   - Evaluation is important (1).
3. There is an implied pressure to have every section of the inventories well filled in. "Anyone can B.S. his way through these questionnaires."
4. The strength of the evaluation program is in the face-to-face discussion (4).
5. The information that is gathered on the inventories is too removed from the realities of the job. For example, there is little if any indication collected about the person's ability to put ideas or theories into action or about interpersonal skills (4).
6. The job is more than the sum of these parts. What about interpersonal and managerial skills? (3)

SOME GENERAL COMMENTS ABOUT THE ADMINISTRATOR EVALUATION PROGRAM (Cont'd)

B. COMMENTS FROM ASSISTANT PRINCIPALS (Continued)

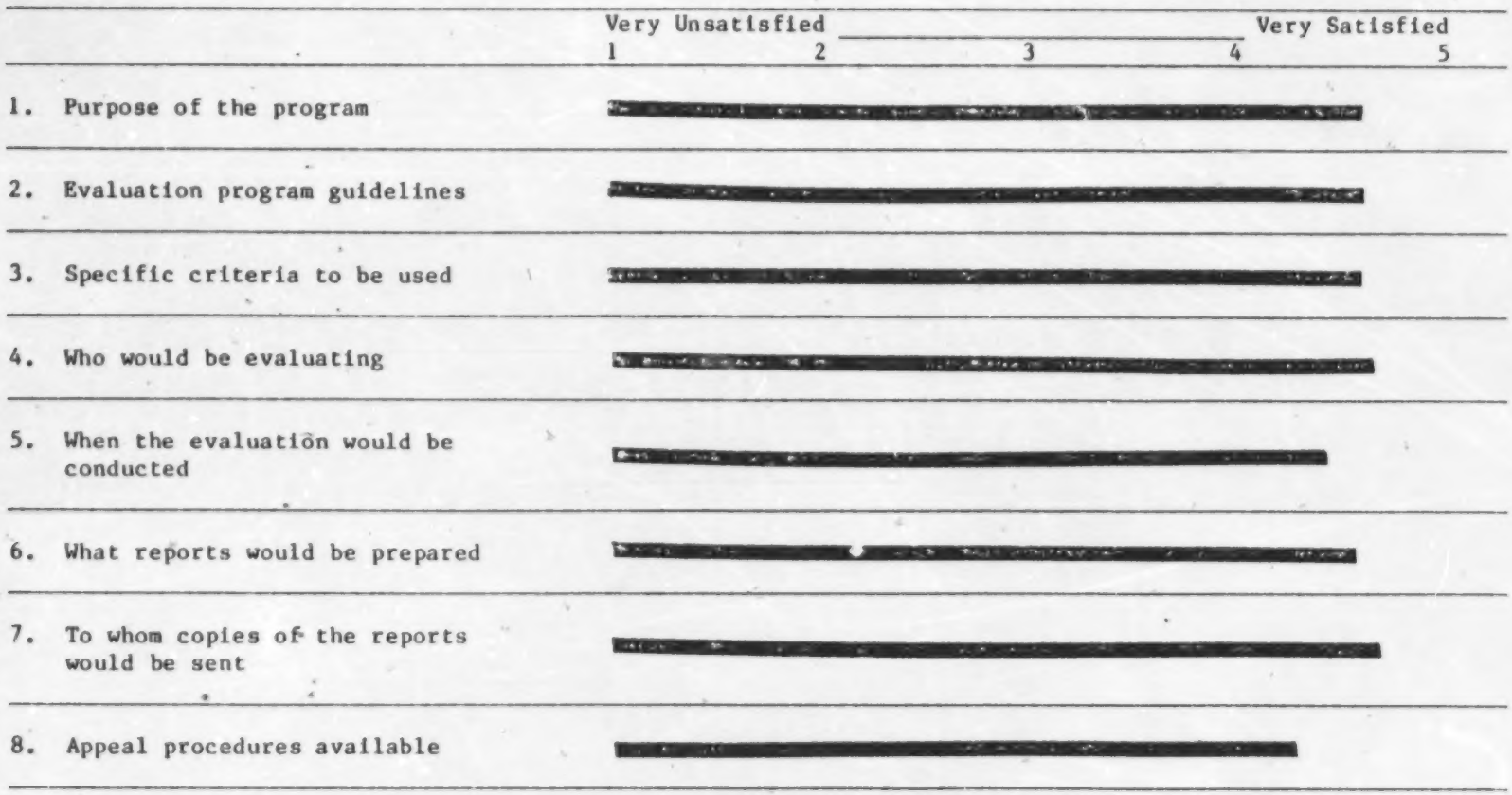
7. There is a concern about how the data collected is to be used. It is too open to interpretation.
   - Is the personal administrative review form an inventory or an evaluative document? (4)
   - Asking implies importance. Purpose is not clear (4).
8. There is a feeling of trust regarding this evaluation program because of the way it is being handled by the Area Officers (3).
9. How does the Area's evaluation program relate to that of the Personnel Department and the Leadership Potential Program? (3)
10. Where is the individual's family job in relation to this educational job emphasis? It is presently totally disregarded or overlooked.
11. The pressure is on to do the professional job regardless of all else (2).
12. The individual's response to the evaluation program will depend greatly on the type of evaluation he received.

1978 RESULTS

EVALUATION OF THE PROGRAM

GRAPH 2

PRINCIPALS' EXPRESSIONS OF THE LEVEL OF SATISFACTION CONCERNING INFORMATION RECEIVED ABOUT VARIOUS COMPONENTS OF THE EVALUATION PROGRAM



- From In-School Evaluators

- From Out-Of-School Evaluators

TABLE 5

PRINCIPAL COMMENTS AS TO WHETHER THERE WAS A SATISFACTORY PERSONAL FOLLOW-UP TO THE EVALUATION VISITS

	Never	Seldom	Sometimes	Always
By Out-of-School Evaluators (N = 12)	-	-	-	100.0

In all cases, the principals reported they had always received a satisfactory personal follow-up to his or her evaluation visitations.

TABLE 6

PRINCIPAL PERCEPTIONS AS TO HOW HELPFUL THE EVALUATION PROCESS WAS TO THEM

	Very Useless	Rather Useless	So-So	Quite Useful	Very Useful
Evaluations made by Out-of-School personnel (N = 16)	-	-	18.8	31.3	50.0

When principals were requested to comment on the usefulness of the evaluation process, 50% reported that the process had been "Very Useful" to them, with an additional 31.3% indicating "Quite Useful". The remaining 18.8% reported the evaluation process had been "So-So."

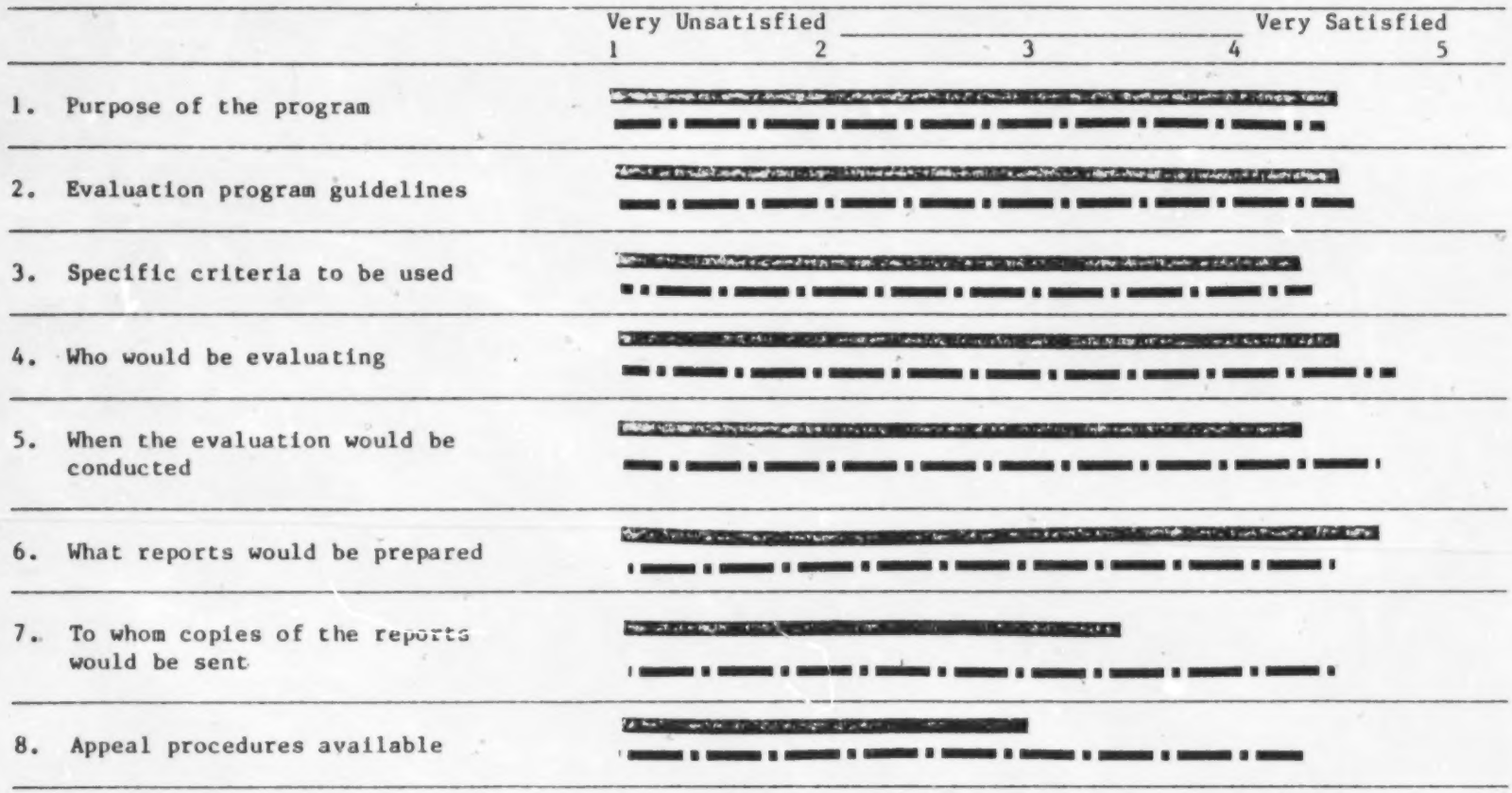
III. ASSISTANT PRINCIPALS

Assistant principal expressions of satisfaction with information concerning the components of the evaluation process were very similar to the ratings received from principals (Graph 3). Again, an extremely high level of satisfaction was expressed concerning the information available on the program.

When the assistant principals commented upon information received from in-school evaluators there were two components that were rated much lower than the remaining six. The two were "To whom copies of the reports would be sent" and "Appeal procedures available." These were rated as being average or slightly above average.

GRAPH 3

ASSISTANT PRINCIPALS' EXPRESSIONS OF THE LEVEL OF SATISFACTION CONCERNING INFORMATION RECEIVED ABOUT VARIOUS COMPONENTS OF THE EVALUATION PROGRAM



- From In-School Evaluators

- From Out-Of-School Evaluators

Again, when an examination was made of the responses from assistant principals, it became evident that in a majority of cases there had been a personal follow-up to the evaluation visits. Only one assistant principal reported there had not been a follow-up to the evaluation.

Assistant principals also viewed the evaluation process as being either "Quite Useful" or "Very Useful" to them. All of the assistant principals responded to these two categories when commenting upon the usefulness of the evaluation as made by in-school personnel. When the evaluations were conducted by out-of-school personnel the assistant principals were still positive in their responses with 81.9% indicating the evaluation process had either been "Quite Useful" or "Very Useful".

TABLE 7

ASSISTANT PRINCIPAL COMMENTS AS TO WHETHER THERE WAS SATISFACTORY PERSONAL FOLLOW-UP TO THE EVALUATION VISITS

	Never	Seldom	Sometimes	Always
By In-School Evaluators (N = 4)	25.0	-	25.0	50.0
By Out-of-School Evaluators (N = 8)	12.5	-	12.5	75.0

TABLE 8

ASSISTANT PRINCIPAL PERCEPTIONS AS TO HOW HELPFUL THE EVALUATION PROCESS WAS TO THEM

	Very Useless	Rather Useless	So-So	Quite Useful	Very Useful
As a result of evaluations made by In-School personnel (N = 6)	-	-	-	50.0	50.0
As a result of evaluations made by Out-of-School personnel (N = 11)	-	9.1	9.1	45.5	36.4

REPORT FOR THE BOARD OF TRUSTEES INCLUDED:

NAME

POSITION

EXPERIENCE IN THE DISTRICT

EXPERIENCE IN OTHER SCHOOL DISTRICTS

EVALUATIVE COMMENTS WHICH IDENTIFIED SIGNIFICANT STRENGTHS AND/OR SIGNIFICANT CONCERNS

RECOMMENDATIONS RELATIVE TO PLACEMENT